



## Key Stage 3 Summary of Progress

### Age Expected Indicators for Drama

| Progress Code                              | Year 7   | Year 8   | Year 9   |
|--|--|--|--|
| <b>Significantly Below Age Expectation</b> | <p><b>Lack</b> of engagement with collaboration and rehearsal.</p> <p><b>Lack</b> of explanation and creative ideas. Skills are not applied, with a <b>lack</b> of engagement during performance.</p>  | <p><b>Limited</b> engagement with collaboration &amp; rehearsal.</p> <p><b>Limited</b> explanations for creative ideas</p> <p>Skills are <b>limited</b> and delivery is inappropriate and <b>inconsistent</b>. Performance lacks variation and range.</p> <p>Characterisation is <b>uneven</b> and lacks clarity, with limited focus and confidence.</p>   | <p><b>Underdeveloped</b> practical ideas are shared.</p> <p><b>Tentative</b> engagement with collaboration, rehearsal, and refinement.</p> <p>Individual performance is <b>underdeveloped</b>, with <b>limited</b> energy and ease.</p> <p>Skills are <b>underdeveloped</b> and delivery lacks communication. <b>Basic</b> technical control in the use of skills and techniques.</p>  |
| <b>Below Age Expectation</b>               | <p><b>Limited</b> engagement with collaboration &amp; rehearsal.</p> <p><b>Limited</b> explanations for creative ideas</p> <p>Skills are <b>limited</b> and delivery is inappropriate and <b>inconsistent</b>. Performance lacks variation and range.</p> <p>Characterisation is <b>uneven</b> and lacks clarity, with limited focus and confidence.</p>   | <p><b>Underdeveloped</b> practical ideas are shared.</p> <p><b>Tentative</b> engagement with collaboration, rehearsal, and refinement.</p> <p>Individual performance is <b>underdeveloped</b>, with <b>limited</b> energy and ease.</p> <p>Skills are <b>underdeveloped</b> and delivery lacks communication. <b>Basic</b> technical control in the use of skills and techniques.</p>              | <p><b>Some</b> practical ideas are offered with development of how to communicate meaning.</p> <p><b>Adequate</b> engagement with collaboration, rehearsal, and refinement.</p> <p>Skills are <b>adequate</b> and generally appropriate.</p> <p><b>Sound</b> technical control in the use of skills and techniques.</p> <p>Characterisation demonstrates a <b>sound</b> understanding of role.</p>                                       |
| <b>Working At Age Expectation</b>          | <p><b>Underdeveloped</b> practical ideas are shared.</p> <p><b>Tentative</b> engagement with collaboration, rehearsal, and refinement.</p> <p>Individual performance is <b>underdeveloped</b>, with <b>limited</b> energy and ease.</p> <p>Skills are <b>underdeveloped</b> and delivery lacks communication. <b>Basic</b> technical control in the use of skills and techniques.</p> <p>Characterisation demonstrates <b>basic</b> understanding of role.</p> | <p><b>Some</b> practical ideas are offered with development of how to communicate meaning.</p> <p><b>Adequate</b> engagement with collaboration, rehearsal, and refinement.</p> <p>Skills are <b>adequate</b> and generally appropriate.</p> <p><b>Sound</b> technical control in the use of skills and techniques.</p> <p>Characterisation demonstrates a <b>sound</b> understanding of role.</p> | <p><b>Competent</b> practical creation, development, and refinement to communicate meaning.</p> <p>Skills are sound and <b>generally consistent</b>.</p> <p>Performance skills show general variation and range.</p> <p>Demonstrates a <b>sound</b> understanding of role and context within performance.</p> <p><b>Sound</b> rapport and communication with other performers/audience, demonstrating adequate confidence and focus.</p> |
| <b>Above Age Expectation</b>               | <p><b>Some</b> practical ideas are offered with development of how to communicate meaning.</p>   | <p><b>Competent</b> practical creation, development, and refinement to communicate meaning.</p> <p>Skills are sound and <b>generally consistent</b>.</p>   | <p><b>Competent</b> and <b>sustained</b> practical creation, development, and refinement to communicate meaning.</p>   |



|  |  |  |  |
|--|--|--|--|
|  | <p><b>Adequate</b> engagement with collaboration, rehearsal, and refinement.<br/>Skills are <b>adequate</b> and generally appropriate.<br/><b>Sound</b> technical control in the use of skills and techniques.<br/>Characterisation demonstrates a <b>sound</b> understanding of role.</p>   | <p>Performance skills show general variation and range.<br/>Demonstrates a <b>sound</b> understanding of role and context within performance.<br/><b>Sound</b> rapport and communication with other performers/audience, demonstrating adequate confidence and focus.</p>  | <p><b>Secure</b> engagement with collaboration, rehearsal and refinement.<br/>Skills are <b>secure</b> and <b>consistent</b> throughout.<br/><b>Secure</b> technical control in the use of skills and techniques.<br/>Demonstrates a <b>secure</b> understanding of role and context within performance.<br/><b>Effective</b> rapport and communication with other performers/audience, demonstrating <b>effective</b> confidence and focus.</p>   |
| <b>Significantly Above Age Expectation</b> | <p><b>Competent</b> practical creation, development, and refinement to communicate meaning.<br/>Skills are sound and <b>generally consistent</b>.<br/>Performance skills show general variation and range.<br/>Demonstrates a <b>sound</b> understanding of role and context within performance.<br/><b>Sound</b> rapport and communication with other performers/audience, demonstrating adequate confidence and focus.</p> | <p><b>Competent</b> and <b>sustained</b> practical creation, development, and refinement to communicate meaning.<br/><b>Secure</b> engagement with collaboration, rehearsal and refinement.<br/>Skills are <b>secure</b> and <b>consistent</b> throughout.<br/><b>Secure</b> technical control in the use of skills and techniques.<br/>Demonstrates a <b>secure</b> understanding of role and context within performance.<br/><b>Effective</b> rapport and communication with other performers/audience, demonstrating <b>effective</b> confidence and focus.</p> | <p><b>Effective</b> and <b>sustained</b> practical creation, development, and refinement to communicate meaning.<br/><b>Secure</b> and <b>consistent</b> engagement with collaboration, rehearsal, and refinement.<br/>Skills are <b>secure</b> and <b>consistent</b> throughout and demonstrate <b>effective</b> understanding of how creative choices communicate meaning.<br/>Skills present <b>competent</b> variation and range.<br/>Demonstrate a <b>fully secure</b> understanding of role and context within performance.<br/><b>Very effective</b> rapport and communication with other performers/audience, demonstrating <b>excellent</b> confidence and focus.</p> |

| <b>Learning Review Window 1</b>  | <b>Learning Review Window 2</b>  |
|--|--|
| Tuesday 9 <sup>th</sup> January 2024 until Friday 26 <sup>th</sup> January 2024  | Monday 17 <sup>th</sup> June 2024 until Friday 5 <sup>th</sup> July 2024 |
| <p><i>During these learning review windows students will be assessed in each of their subjects against the progress codes outlined. The actual date and nature of these assessments will be outlined by individual subject teachers ahead of the learning review window.</i></p> <p><i>Assessment summary reports, including information about attendance and attitude to learning are issued following these learning review windows.</i></p> |  |